Global Intervention Plan: Guide to Establishing Priorities

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Directions: Following completion of the UCC and ISSI, the next step is to identify UCC areas and items that will result in a *meaningful* Global Intervention Plan. Consideration of priorities and strengths for an individual facilitates selection of UCC areas and items. The following questions are provided as a guide.

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| SELECTING UCC AREAS | Vision “Begin with the end in mind” – Stephen R. Covey | |
|  | What is the short and long-term vision of/for the individual?  *Note that “short-term” and “long-term” may be defined differently in order to be meaningful.* | |
|  | * Rocky will participate in a reciprocal communication exchange using a minimum three word response and when expected will share an experience or concern. (Social and Comm.) * Rocky will effectively read a task sequence to determine when his day has ended. (C) * Rocky will maintain personal space. (Social) * Rocky will decrease the amount of time engaged in twiddling of the objects. (Sensory) | |
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|  | Which UCC areas would have the greatest impact on achieving this vision? | |
|  | Social, Communication, and sensory differences. | |
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|  | Settings | |
|  | In what settings does the individual participate? | |
|  | Rocky participates at school, home, and community. | |
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|  | Which UCC areas have the greatest impact on the individual’s ability to function in multiple settings? | |
|  | Social, Communication, and sensory differences. | |
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|  | Quality of Life | |
|  | What is most important to the individual? What provides a sense of well-being?  *Consider independence, relationships, play/leisure activities, safety, health, etc.* | |
|  | Rocky independently participating in play/leisure activities and having close relationships with his circle of support. | |
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|  | Which UCC areas have the greatest impact on the individual’s quality of life? | |
|  | Social, Communication, and sensory differences. | |
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|  | Key UCC Areas | |
|  | Based on your answers to the questions above, place a check X next to the key UCC areas.  *Transfer to the Areas of Concern section of the Ziggurat Worksheet.* | |
|  | X Social  Restricted Patterns of Behavior Interests, and Activities  X Communication  Sensory Differences | Cognitive Differences  Motor Differences  Emotional Vulnerability  Known Medical or Other Biological Factors |

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| Selecting UCC Items | Key UCC Items | |
| Select key UCC items for *each* of the UCC areas listed above. Choose items that are essential (necessary for progress) and developmentally appropriate. Emphasize items that are more pivotal (building blocks for additional skills). Avoid selecting redundant items. | |
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| Write key item numbers and descriptions below. These items will be used to develop interventions keeping strengths and skills (identified on the ISSI) in mind. | |
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| *Transfer items to the Selected UCC Item section of the Ziggurat Worksheet. Develop interventions.* | |
| #4 Share experience (S) | #36 Delayed response (C) |
| #5 Interact with others (S) | #40Talks excessively (C) |
| #7 Take Turns (S) | #43Fails to initiate and respond(C) |
| #22 Repetition of phrases (POB/Social) | #66 Preoccupied with sensory integration (SD) |
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